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It is a long time since those who believe that progress in education is largely dependent upon the results of social experimentation have had so adequate a presentation of material for their purposes.

FRANK A. MANNY

BALTIMORE TRAINING SCHOOL FOR TEACHERS

A History of the Ancient World. By GEORGE WILLIS BOTSFORD. New York: 1911. Pp. xx+588. \$1.50 net.

The qualifications of Professor Botsford and the scope and plan of his two earlier secondary textbooks are too well known to need comment. The chief interest of the readers of the *School Review* will lie in a comparison of the new book with its two predecessors. The *History of the Ancient World* was originally intended as a revision of the *Ancient History for Beginners*. It has, however, been so thoroughly rewritten and improved that many teachers will be glad to use it instead of the more difficult, because less systematic, *History of the Orient, Greece, and Rome*.

The changes fall into two classes. First, Professor Botsford has, of course, availed himself of the latest discoveries to bring his work up to date from the standpoint of the scholar. Hence the changes in matter are most numerous in the field of Oriental history and the Mycenaean Age. Teachers who for the past few years have had to give orally to pupils the changed dates in Egyptian and, more especially, Babylonian chronology and explain why the information in the textbook was incorrect will welcome a secondary textbook which takes cognizance of Meyer's and Breasted's work.

Second, from a pedagogical standpoint, the book is far more practical than either of its predecessors. It is fuller than the *Ancient History for Beginners*, containing sufficient material to serve as the basis for a year's work in secondary schools, and is better organized and systematized than the *History of the Orient, Greece, and Rome*. The latter is difficult to use, particularly with students of foreign birth. As in the *Ancient History for Beginners*, the paragraph headings are set off in heavier type, there is a synchronized table of events, and social life and culture are treated as separate topics. For a mature student the incidental treatment of the last subjects, as in the *History of the Orient, Greece, and Rome*, doubtless gives the historical atmosphere better, but the presentation *en bloc* at the end of each period leaves a clearer impression on the young student. It is also an advantage to have the questions scattered through the book instead of massed at the end. Summaries of periods have been added. It is doubtful if it is wise to omit them so early as the Age of Pericles and the Peloponnesian War, even though it be done for the purpose of training the pupils to construct summaries for themselves.

With the addition of paragraphs helping the student to organize and summarize his ideas, condensation of the main body of narrative has been necessary—at the sacrifice frequently of readableness, sometimes of clearness. For example, in the account of the Sicilian Expedition the part of Gylippus and the Spartans is not even mentioned, an omission which gives a really erroneous impression. In the sections on C. Gracchus there is not sufficient emphasis on his favoring of the knights as opposed to the senatorial nobility; the letting of the revenues from the province of Asia is omitted entirely. On p. 169, the details of the maneuvers at Marathon are omitted; they are easy for a class to grasp, and lend vividness to the narrative. On p. 192, it is

difficult to see why Tanagra and Oenophyta should be mentioned, but the result only of Coronea, without the name of the battle, be given. There is also occasional blindness in expression, offering opportunities for miscomprehension on the part of the inexperienced student. One misses the convenient reference table of Roman magistrates and assemblies, and also the marginal references to ancient authorities. The pictures are well chosen and illuminate the subject. Criticism might be made of the choice of a photograph of the temple of Poseidon, Poseidonia, p. 145, to introduce the Doric column: a drawing similar to that of the Ionic column on p. 146 would have brought out the characteristic features more clearly for beginners.

The book, since it is the result of first-hand acquaintance with the authorities, is thereby set apart from many of the compilations in use. This very fact may account for the presentation of only one side of the question in disputed points, for instance the Roman assemblies, where the author does not even mention the possibility of the existence of the *concilium plebis*, as distinct from the *comitia tributa*. Of course an elementary textbook is not the place for marshaling of arguments pro and con, but the pupil might well be given a hint as to which statements are generally accepted and which are open to question.

Mechanically the volume is attractive; paper, print, maps, and illustrations are excellent.

ETHEL E. BEERS

THE MEDILL HIGH SCHOOL
CHICAGO

Laboratory Exercises in Elementary Science for the Younger Pupils in Secondary Schools. By W. E. HOWARD. Ottawa, Ill. Privately published, 1911. Pp. 103.

Introductory Science. By the Teachers of Science in the Bridgeport High School. Bridgeport, Conn. Privately published, 1911. Pp. 73.

There are many high schools in which some sort of elementary-science course is administered as an introduction to the differentiated courses in the several sciences. The total absence of a suitable textbook and the scarcity of material for collateral reading are felt everywhere. These conditions encourage the teachers of successful courses to put their work into print. The two books under consideration appear to have originated in this way.

The book by Howard is divided into four parts, which treat, respectively, physical, chemical, physiographical, and biological topics. In the thirty-four pages given to physics the principal topics are the properties of matter, molecular phenomena, equilibrium, the lever, fluid pressures, heat, and vaporization. The material is simplified in order to adapt it to the first-year pupils, and the total quantity is reduced by wholesale elimination. As to point of view and method, there is no material departure from the traditional presentation in standard texts of physics. This section represents high-school physics after a severe process of pruning.

In a similar manner certain of the more important facts of chemistry are presented in twenty-four pages; physiography gets seven pages; and biology is represented by thirty-four pages, of which eleven deal with animals. The materials of this course are, therefore, precisely those of the standard courses in the sciences represented, but with extensive elimination.